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10-23-2014

# Curriculum Committee Report - October 23, 2014

Graduate Council

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**Graduate Curriculum Committee Report**  
**University Center, Room 220**  
**Thursday, October 23, 2014**

Members present: Sibyl Marshall (serving as Chair, as Eric Boder was away at a conference), David Bemis, Stergios Botzakis, Hans Desmidt, Grady Ferguson, Robert Fuller, Martin Griffin, Andreas Nebenfuehr, Bill Nugent (proxy for Matthew Theriot), Avigail Sachs, Kelley Strohacker (proxy for Leslee Fisher).

Also in attendance:

Chair of Graduate Council: Pat Freeland  
Representatives from colleges: R.J. Hinde, Carol Parker, Peggy Pierce, John Stier  
Dean of the Graduate School: Carolyn Hodges  
SACSCOC Representative: Mary Albrecht  
Catherine Cox, Graduate Curriculum Coordinator

Sibyl Marshall called the meeting to order at 3:45 p.m. Sibyl welcomed the members. And, as this was the first meeting of the year (the August meeting was cancelled due to no curriculum submissions) explained their role as a curriculum committee member. Sibyl communicated the October Agenda includes the *Courses Not Taught in 4 or More Years* report.

The following colleges submitted curriculum proposals:

College of Law

- Added 1 course
- Adding new degree (per THEC approval) – LL.M.

College of Nursing

- Added 2 courses, dropped 9 courses, revised 2 courses
- Revised catalog text for MSN, DNP, and PhD to include student learning outcomes

College of Social Work

- Revised 4 courses
- Revised Trauma Treatment Certificate

Courses Not Taught in 4 or More Years Report

The report lists 64 courses – 30 to drop and 34 to retain.

Mechanical Engineering course 526 was marked to retain by UTSI. However, after review and discussion of the justification to retain the course, it was determined that a concrete plan as to when the course would be taught was not given. Also, UTK indicated to drop the course. Consequently, the Committee voted to drop course ME 526. The department and/or UTSI may attend the Graduate Council meeting and give further justification for retaining the course.

Per the vote, the report shows 31 courses to drop and 33 to retain.

All items were approved as presented and are recommended to Graduate Council for approval.  
The meeting was adjourned at 4:40.

The next meeting is January 15, 2015.

<b>Thursday</b> <b>October 23, 2014</b> <b>3:45 – 5:00p.m.</b>	<b>Graduate</b> <b>Curriculum</b> <b>Committee Meeting</b>	<b>University Center</b> <b>Room 220</b>
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## **AGENDA**

**College of Law**

**College of Nursing**

**College of Social Work**

**Courses Not Taught in 4 or More Years Report**

# COLLEGE OF LAW

All changes effective Fall 2015

## I. COURSE CHANGES

### ADD

**LAW 988 The Structure and Operation of the American Legal System (3)** Introduces foreign-educated lawyers to the structure of the American legal system and basics of U.S. law. Topics include (1) an introduction and comparison of both common and civil law legal systems; (2) an overview of basic United States constitutional structure on both the federal and state level, including instruction on the role of administrative agencies and rules and regulations as well as statutes and case law; (3) legal research and writing; (4) exercises in case analysis and briefing; (5) drafting of briefs, legal opinions, contracts, and statutes; and (6) a summary of first-year J.D. classes, such as torts, contracts, civil procedure, and criminal law.

*Registration Restriction(s): limited to students enrolled in the LL.M. degree program (pending THEC approval)*

SUPPORTING INFORMATION Rationale: New course to be required of students enrolled in the LL.M. in United States Business Law (pending THEC approval). Impact on other units: None expected. Financial impact: cost of instruction included in cost of LL.M degree program, (pending THEC approval) to be offset by tuition revenue generated by that program. Additional documentation: None required.

## II. PROGRAM CHANGES

In the 2015-16 *Graduate Catalog* add heading, text, and requirements for new LL.M. degree.

Law, Master of Laws in United States Business Law (LL.M) – *Pending THEC approval*

The LL.M degree is for foreign lawyers. It is a one-year program, intended for students who have earned a foreign law degree and desire to augment their existing education with training in United States business law. The program is based on the existing concentration in Business Transactions, with the addition of an introductory course designed to introduce foreign-educated lawyers to the structure of the American legal system and the basics of U.S. law.

Students must complete the following courses:

LAW 988	The Structure and Operation of the American Legal System	3 credit hours
LAW 818	Fundamental Concepts of Income Taxation	3 credit hours
LAW 827	Business Associations	3 credit Hours
LAW 842	Contract Drafting Seminar	2 credit hours
LAW 940	Land Finance Law	3 credit hours
LAW 972	Income Taxation of Business Organizations	3 credit hours
LAW 841	Secured Transactions	3 credit hours
LAW 826	Introduction to Business Transactions*	2 credit hours
LAW 833	Representing Enterprises	4 credit hours
Law Electives		<u>4 credit hours</u>
Total credit hours		30 credit hours

\*Required course LAW 826, may be waived in appropriate cases if the student is able to show a mastery of the requisite introductory business concepts taught in the course. The same is true for domestic J.D. students and such provisions are built into the course listing itself. If this two credit hour course requirement is waived, the credit hours will need to be made up with another course.

LL.M. candidates would have the option of registering for up to 4 additional credit hours of law school courses to supplement the required courses.

Admissions Criteria: Applicants will be required to (1) hold a foreign law degree (such as an LL.B.) qualifying them to apply for or sit for a licensing examination that would enable them to practice law in their home jurisdiction and (2) demonstrate a command of the English language sufficient to allow them to achieve success in their course work here in the United States. The first of these qualifications will be highly variable and dependent upon the country and jurisdiction in which the prospective student practices or lives. Prospective applicants to the LL.M. program will be required to show unequivocal proof of their graduation from a recognized degree granting institution in their home country before gaining admission to the degree program.

Language Requirements: Students for whom English is not their first language must submit a score of at least 570 (paper-based exam) or 88 (internet-based exam) points on the Test of English as a Foreign Language (TOEFL) exam, or a score of at least 7.5 on

the International English Language Testing System (IELTS), or other comparable evidence of English proficiency in order to be considered for admission to the LL.M. program.

Admission Requirements: Applicants with degrees from foreign institutions must have earned a minimum of a 2.0 on a 4.0 scale or its equivalent on all undergraduate work and must have been in good academic standing upon graduation from their legal degree granting institution.

Continuous Funding: Before admission can be granted, applicants must document availability of sufficient funds for 12 months of studies, either in the form of savings, grants, loans, or otherwise reliable sources of funding. Please visit <http://law.utk.edu/financial-services/tuition-and-fees/> for the most current estimate of expenses.

**SUPPORTING INFORMATION** Rationale: The program would provide a valuable educational benefit to an underserved international student base (international lawyers who have already earned a legal degree equivalent to a J.D. in another country -- which, in turn, would ultimately provide international contacts for both the local and U.S. business market. The program is designed to enhance the University of Tennessee and the College of Law's reputation both nationally and internationally and would further diversify the College's student body. The program also will help provide opportunities to build and expand legal and business relationships between Tennessee, China, and potentially other Pacific Rim countries. Impact on other units: None expected. Financial impact: Revenue produced by the degree program should exceed costs of the program. Additional Documentation: None required.

# COLLEGE OF NURSING

Changes effective Fall 2015

## I. COURSE CHANGES

### NURS (Nursing)

#### ADD

**NURS 541 Critically Ill Children (2)** Physiology and pathophysiology of critically ill children and the recommended interventions in selected conditions for the APN. Focus is on critically ill children ages 0 to 21 years.  
(RE)Corequisite: 527.

*Rationale:* Documentation of completion of course with corequisite of clinical experience enables graduates to sit for national certification examination. This course supports DNP SLO # 1 & 4. Impact on other units: None. Financial impact: Additional faculty funded by HRSA program grant. Support from assessment activities: HRSA program grant award, increasing applicant inquiries, healthcare agency request, and scarcity of Pediatric Nurse Practitioner Acute Care programs in Tennessee indicate need for course.

**NURS 611 Advanced Quantitative Nursing Research (3)** Advanced quantitative methods in nursing research including development, selection, and utilization of instruments. Advanced multivariate statistical strategies. Emerging concepts in quantitative methods.

(RE)Prerequisite(s): 608.

*Recommended Background:* Multivariate Statistics.

*Rationale:* Assessment of PhD student performance over several years has indicated the need for a strengthened two-semester quantitative research course sequence. These research courses directly relate to PhD learning outcomes 2, 3, and 4, as stated on page 14 of the *PhD Handbook 2014-2015*. Impact on other units: None. Financial impact: None.

#### DROP

<b>NURS 513</b>	(1)
<b>NURS 553</b>	(1-5)
<b>NURS 554</b>	(2)
<b>NURS 555</b>	(2)
<b>NURS 556</b>	(2)
<b>NURS 580</b>	(3)
<b>NURS 581</b>	(4)
<b>NURS 586</b>	(3)
<b>NURS 587</b>	(6)

#### REVISE DESCRIPTION AND RECOMMENDED BACKGROUND; REMOVE (RE)PREREQ

**NURS 608 Quantitative Nursing Research (3)** Overview of quantitative research methods including quantitative research designs, sampling, and measurement. Issues of data management and application of data analysis techniques.  
*Recommended Background:* Inferential statistics.

Formerly: Critique and application of quantitative nursing research methods.

(RE)Prereq: 601.

*Recommended Background:* Multivariate statistics course.

*Rationale:* Since a second quantitative research course has been developed, the course description and learning outcomes of N608 needed to be clearly differentiated from the advanced course. Impact on other units: None. Financial impact: None.

#### REVISE COMMENTS

**NURS 512 Issues in Advanced Practice Nursing (1)**

*Comments:* Required for all MSN students, except those in Nurse Anesthesia and Nursing Administration concentrations.

Formerly: Required for all MSN students, except those in Nurse Anesthesia.

## II. PROGRAM CHANGES

### REVISE NURSING MAJOR, MSN

1. In the 2014-15 *Graduate Catalog* remove heading and bullets for “Graduates of the program are expected to” and replace with the following heading and text to provide student learning outcomes.

Student learning outcomes:

Graduates of the program are expected to:

- Provide evidence-based advanced nursing care in a variety of health care settings to diverse populations, including individuals, families and communities.
- Utilize theoretical and ethical principles while accounting for patient values to guide advanced practice nursing
- Collaborate in ethically responsible research activities.
- Participate, leading when appropriate, in evaluation of care outcomes using organizational science (e.g., health policy, quality improvement initiatives, informatics and economics).
- Assume roles as leaders and collaborators within inter/intra-professional teams and communities in advocating, planning, providing, and evaluating health care.
- Contribute to culturally responsive healthcare services within systems that promote prevention, safety, quality and social justice leading to improved patient outcomes.
- Articulate to a variety of audiences' credible and relevant evidence supporting practice decisions using various forms of communication.

Formerly: Graduates of the program are expected to:

Provide advanced nursing care in a variety of health care settings.

Utilize theoretical knowledge to guide advanced practice nursing.

Collaborate in research activities and utilize knowledge gained from research in advanced practice nursing.

Evaluate health policies and economics related to delivery of health care.

Assume roles as leaders and collaborators with other professionals and communities in planning, providing, and evaluating care.

2. In the 2014-15 *Graduate Catalog* under admission heading, remove second bullet and replace as follows:

- Achieve competitive score on the verbal and quantitative portions of the Graduate Record Examination if undergraduate GPA is below 3.3. If undergraduate GPA is 3.3 or above, then applicants are exempt from the GRE requirement.

Formerly: Achieve a competitive score on the combined verbal and quantitative portions of the Graduate Record Exam.

3. In the 2014-15 *Graduate Catalog*, revise program requirements as follows:

Research (6-9 hours)	Hours Credit
NURS 501 Nursing Research: Methods, Design, and Analysis	3
NURS 500 Thesis (thesis option)	1-15
OR	
NURS 582 Scholarly Inquiry for Advanced Practice Nursing (non-thesis option)	3

Formerly

NURS 500 Thesis 3

NURS 501 Nursing Research: Methods, Design, and Analysis 6

OR

NURS 582 Scholarly Inquiry for Advanced Practice Nursing 3

Rationale: All MSN students must take NURS 501. Thesis students take NURS 500; non-thesis students take NURS 582. Currently the credit hours for NURS 500 and 501 in catalog are incorrect in this section although correct in individual course listing section. Also in current catalog it appears that students take either NURS 501 OR NURS 582. Impact on other units: None. Financial impact: None.

### REVISE NURSING MAJOR, DNP

1. In the 2014-15 *Graduate Catalog*, under the introductory paragraph, remove the last sentence and 5 bullets and replace with the following heading and text for student learning outcomes.

Student Learning Outcomes (SLO)

Graduates of the program are expected to:

- Integrate nursing science with other disciplines as the basis for the highest level of evidence-based advanced nursing practice to address health disparities and to improve the quality of healthcare.
- Demonstrate and promote professionalism, advocacy, social justice, equity, ethical principles, and scientific integrity in advanced nursing practice.
- Engage in and promote intra and inter-professional collaboration in clinical practice models, health policy, and standards of care for individuals, families, and communities across culturally diverse populations.
- Generate system and outcomes research and analyze evidence from nursing and related sciences to translate findings into practice.

- Utilize current and emerging information systems/technology to support, evaluate, and improve: 1) nursing care, 2) healthcare systems, and 3) patient and population health.
- Synthesize and use appropriate theories, concepts and scientific data to support, evaluate and improve patient and population health.
- Assume leadership in advanced practice, health policy, mentoring, scholarship, and scientific inquiry.

Formerly: At the completion of the DNP program, students will be able to  
 Integrate nursing science with other disciplines as the basis for the highest level of evidence-based nursing practice.  
 Demonstrate professionalism, advocacy, ethical principles, and scientific integrity in advanced practice nursing.  
 Provide collaborative leadership in the development of clinical practice models, health policy, and standards of care for diverse populations.  
 Generate system and outcomes research and analyze other evidence to guide improvements in practice.  
 Utilize information systems/technology to support and improve nursing care and healthcare systems, and prevent illness and disability.

2. In the 2014-15 *Graduate Catalog* under admissions heading, revise 4th bullet as follows:

- Achieve competitive score on the verbal and quantitative portions of the Graduate Record Examination if undergraduate GPA is below 3.3. If undergraduate GPA is 3.3 or above, then applicants are exempt from the GRE requirement.

Formerly: Have achieved a competitive score on the verbal and quantitative portions of the Graduate Record Exam.

Rationale: Analysis of GRE scores of applicants over 5 year period of time demonstrated no variability. No correlation seen between GRE, ability to complete program, or ability to successfully complete certification examination post-graduation. Survey of peer and aspirational schools and colleges of nursing revealed growing trend not to require GRE pre-admission. Impact on other units: None. Financial impact: None.

3. In the 2014-15 *Graduate Catalog* add heading and text for residence requirement.

Residence Requirement

Residence is defined as a minimum of 6 credits of registration for a given semester on the campus where the program is located. The summer term is included in this period. During residence, it is expected that the student will be engaged in at least 6 hours on-campus study toward a graduate degree. For the doctoral degree, a minimum of two consecutive semesters of residence is required, except in programs where alternative or additional residence requirements have been approved. A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the department head/program director.

Rationale: The DNP Program is organized as a part-time program with a typical semester course load of 6 hour to accommodate working professional nurses. This change complies with the spirit of the residence requirement with adaptation for our part-time curriculum. Impact on other units: None. Financial impact: None.

4. In the 2014-15 *Graduate Catalog* revise program requirements for concentrations as follows:

Requirements for Family Nurse Practitioner concentration	Hours Credit
NURS 501	3
NURS 504	3
NURS 505	3
NURS 515	3
NURS 570	6
NURS 571	3
NURS 572	2-4
NURS 573	8
TOTAL	33

Formerly:	
NURS 501	3
NURS 504	3
NURS 505	3
NURS 515	3
NURS 580	3
NURS 581	3
NURS 571	4
NURS 572	3
NURS 586	3
NURS 587	6
TOTAL	35

Rationale: Reflects DROP Course changes above. When BSN to DNP program proposed, it was thought that these students would need different didactic/clinical courses than MSN concentration. However, foundational courses for both programs are identical in content. Additional DNP clinical experiences are provided in NURS 631, 632, 633. Impact on other units: None. Financial Impact: None [courses have never been taught].



## REVISE NURSING MAJOR, PHD

1. In the 2014-15 *Graduate Catalog* remove last sentence of introductory paragraph and the 6 bullets and replace with the following heading and text for student learning outcomes.

### Student Learning Outcomes

Graduates of the program are expected to:

- Analyze, test, refine and expand the theoretical basis of nursing
- From multiple modes of inquiry, select the most appropriate to conduct research that generates knowledge and advances nursing as a discipline
- Provide leadership as nurse scientists in transforming health and healthcare
- Collaborate with members of other disciplines in theory development, health-related research, and other scholarly activities
- Maintain professional standards, ethical principles and scientific integrity in scholarly activities
- Communicate the outcomes and implications of scholarly activities to professional and general audiences through multiple modes of dissemination

Formerly: Specifically, the graduate of this program should be able to:

- Analyze, test, refine, and expand the theoretical basis of nursing science.
- Conduct research that generates knowledge and advances nursing as a discipline.
- Provide leadership as nurse scientists who can function in a variety of roles and settings.
- Collaborate with members of other disciplines in health-related research.
- Develop, implement, evaluate, and recommend health care policy.
- Demonstrate professionalism, advocacy, ethical principles and scientific integrity.

Rationale: In preparation for Commission of Colleges of Nursing Education [CCNE] accreditation review and visit in March 2015 and Academic Program Review, all program curricula was reviewed/ revised to reflect current standards, specifically *Essentials of Master's Education for Advanced Practice Nursing* and *Essentials of Doctoral Education for Advanced Practice Nursing*. Existing program outcomes were rewritten as student learning outcomes which reflected CCNE language. Impact on other units: None. Financial impact: None.

2. In the 2014-15 *Graduate Catalog* revise program requirements as follows:

The following courses are required for all students.

	Hours	Credit
NURS 601 - Philosophy and Theory for Nursing Science	3	
NURS 603 - Nursing Research and Inquiry	3	
NURS 605 - Middle-Range Theoretical Formulations for Nursing Science Development	3	
NURS 606 - Nursing Research Seminar	3	
NURS 607 - Qualitative Nursing Research	3	
NURS 608 - Quantitative Nursing Research	3	
NURS 611 - Advanced Quantitative Nursing Research	3	
NURS 609 - Research Practicum	3	
NURS 610 - Nursing Science Seminar	2	
NURS 612 - Health and Health Care Policy/Planning	3	
NURS 613 - Nursing Leadership in Complex Systems	3	
- Inferential Statistics	3	
- Multivariate Statistics	3	
- Cognates*	6	
NURS 600 - Doctoral Research and Dissertation	24	
Total	68	

Formerly:

NURS 601	3
NURS 603	3
NURS 605	3
NURS 606	3
NURS 607	3
NURS 608	3
NURS 609	3
NURS 610	2
NURS 612	3
NURS 613	3
Inferential Statistics	3
Multivariate Statistics	3
Cognates*	6
Elective	3
NURS 600	24
Total	68

Rationale: Reflects addition of proposed Advanced Quantitative Nursing Research course replacing Elective 3 credit hours. Impact on other units: None. Financial Impact: None.

# COLLEGE OF SOCIAL WORK

All changes effective Fall 2015

## I. COURSE CHANGES

### (SOWK) Social Work

#### REVISE TITLES

##### **SW 532 Motivational Interviewing (3)**

Formerly: Short-Term Interventions

##### **SOWK 570 Evidence-based Policy and Practice with Families (3)**

Formerly: Evidence-based Practice with Families

##### **SOWK 571 Evidence-based Policy and Practice with Children and Adolescents (3)**

Formerly: Evidence-based Practice with Children and Adolescents

##### **SOWK 572 Evidence-based Policy and Practice with Older Adults (3)**

Formerly: Evidence-based Practice with Older Adults

Rationale: The revised course titles more accurately reflect course content. Impact on other units: None. Financial impact: None.

## II. PROGRAM CHANGES

### REVISE REQUIREMENTS FOR TRAUMA TREATMENT GRADUATE CERTIFICATE

In the 2015-16 *Graduate Catalog*, remove current catalog text and replace with the following:

The graduate certificate program in trauma treatment is only intended for currently admitted Social Work graduate students. This program provides students with the coursework and practical experience needed to provide trauma-specific, evidence-based interventions, and trauma-informed programming and policy development.

#### **Field Placement Requirements**

In addition to course requirements, trauma treatment students are required to elect a second year field placement that has the opportunity to focus on work with and/or on behalf of populations experiencing trauma. The learning plan will include trauma-specific learning goals.

#### **Application Process**

In order to be considered for the program, students must apply during the semester prior to their concentration year. The application includes a brief personal statement describing reasons for participating in the program, professional career goals, and a tentative schedule for the elective courses the student would like to take. Applications must be turned in during the semester before the first concentration semester begins. Students entering the concentration year either during the summer or fall of the following year will receive information about the program in early November. All applications must be turned in no later than February 15 of the following semester. However, entry into the program is on a first serve basis, so consider applying early if interested. Students entering their concentration year during the spring semester should contact the Chair of the Trauma Treatment Certificate Program during the fall semester preceding their concentration year.

#### **Admission**

To be admitted to this program, students must submit an application to the Chair of the Trauma Treatment Certificate Program by February 15.

#### **Requirements**

The certificate requires 12 hours of course work: 6 elective hours specifically designated as trauma specific, 3 selective hours with one assignment in the course on a trauma-specific topic, 3 concentration course hours with one assignment in the course on a trauma-specific topic, and 12 hours in a trauma-specific field placement. Other courses may, with the permission of the trauma treatment chair, be substituted for the courses listed.

Trauma treatment students are required to complete the following free on-line training prior to the start of their concentration year field work: Trauma Focused Cognitive Behavioral Therapy (TF-CBT) <http://tfcbt.musc.edu/>

In addition, trauma treatment students will develop a plan in preparation for their concentration field that focuses on trauma-specific learning. The field placement must be approved by the MSSW Field Coordinator.

1) The selective and concentration courses must include a trauma-specific assignment approved by the trauma treatment Chair. Trauma treatment students will work with their instructors to identify an appropriate assignment for their class.

2) Trauma treatment students must take two trauma electives (6 hours)

SOWK 531 (3) Trauma Theory and Practice, required; and

SOWK 529 (3) Military Social Work; or

SOWK 533 (3) Treatment of Trauma; or

SOWK 540 (3) Disaster Management and Trauma-Informed Systems

3) Attend two (2) approved online or face-to-face seminars a semester, for a total of 3 hours.

Students are advised to refer to the *College of Social Work Student Handbook* for further information.

Rationale: Revisions are necessary to include updated admission requirements, revised course numbers and clarification of field & seminar requirements. Impact on other units: None. Financial impact: None.

## Graduate Courses Not Taught in Four or More Years TO BE DROPPED FALL 2015

**Note:** *If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.*

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES							
Animal Science ANSC	535 Ruminology			X	Content of 535 is fundamental-critical for training ANSC graduate students with interest in pursuing careers in the area of ruminant nutrition. No other course on campus offers ruminant-rumen related content. The course has not been offered for several years because ruminant nutrition faculty retired. We were not able to replace individuals in a timely manner for it to be offered. Retirement of our ruminant nutrition based faculty decreased student numbers significantly. To address this glaring deficiency in our Animal Science graduate program with emphasis on agriculturally important farm animals, we have recently hired two ruminant nutritionists and have recently been approved to hire two additional faculty. The new hires will be expected to mentor graduate students who would need-expect this course be available to provide foundational base knowledge in this area. The individual who will be hired as a result from a faculty search that is currently underway will teach this course. The number of ruminant nutritionists in the country is limited. Building our faculty base with expertise in this area while providing critical course work will assist us with attracting higher quality graduate students to our program.		
COLLEGE OF ARCHITECTURE AND DESIGN							
Architecture ARCH	573 Architectural Design Studio: Urban Context			X	Plan to teach course within the next year.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Architecture ARCH	589 Urban Site Planning Workshop		X				
COLLEGE OF ARTS AND SCIENCES							
Anthropology (ANTH)	580 Advanced Human Variation		X			2013 list	Drs. Anderson and Heath would like to keep for their summer field schools for grad students who may want to enroll.
	583 Skeletal Biology			X	Department will try to offer course in 2016.		
Biochemistry and Cellular & Molecular Biology (BCMB)	562 Introduction to Electron Microscopy – Transmission Electron Microscope			X	Course is being revised with new instructors teaching it next spring. Will actively recruit students and expect the new course format to be more popular with graduate students.	2013 list	This was offered Spring 2012 but had no enrollment. Would like to keep for now and try it again.
Ecology and Evolutionary Biology (EEB)	582 Mathematical Ecology II	Secondary course. <i>Primary course is: MATH 582</i>		X	The primary course Math 582 is offered every spring.		
French (FREN)	540 French Literature and Culture I			X	Course is scheduled to be offered spring 2015. A new hire will teach it.		
	584 Modern Theory and Criticism		X				
Geology (GEOL)	563 Stable Isotope Geochemistry			X	Course is scheduled to be offered spring 2015.		
	585 Contaminant Hydrogeology			X	Course is taught by department head that has a reduced teaching load. It will be offered in the near future as time allows.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
<b>Mathematics (MATH)</b>	<b>514 Mathematical Principles of Fluid Mechanics II</b>			X	Core course for the applied math program and forms a sequence with Math 513, which was taught in 2013. Deleting 514 would destroy the sequence. Course is scheduled to be offered Fall 2015. A faculty member who taught 513 in 2013 has expressed a strong interest in teaching this course.		
<b>Musicology (MUCO)</b>	<b>560 Music in the Classic Period</b>		X				
	<b>570 Music in the 19th Century</b>		X			2013 list 2012 list 2011 list	2013: Department has hired a new faculty member in this field and expects to start offering the course every other year.  2012: Faculty member who taught course left UT. New faculty member coming next year will teach course.
<b>Music Performance (MUPF)</b>	<b>540 Euphonium</b>			X	Music has a new faculty member and it is anticipated that enrollment will increase in the Tube/Euphonium Studio which will include graduate students needing this course.	2013 list 2012 list 2011 list	2013: Department would really like to keep course as it is on the list of optional/elective courses in the graduate theory and composition programs. They will try to offer it more often.  2012: Was offered for sp 2012, but with no enrollment.
	<b>585 Harpsichord</b>			X	It is anticipated that a new faculty member will increase enrollment in the Organ Studio which will include grad students needing this course.	2013 list 2012 list 2011 list	Would like to keep for future Harpsichord students.
<b>Physics (PHYS)</b>	<b>561 The Theory of Relativity</b>		X				
	<b>606 Nonlinear Optics</b>			X	This course is needed for students concentrating in optical and/or applied physics. It will be next taught in spring 2015 and once every 2 years subsequently.		
	<b>610 Quantum Optics</b>			X	This course is needed for students concentrating in optical and/or applied physics. It will be next taught in fall 2015 and once every 2 years subsequently.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Political Science (POLS)	682 Theory & Analysis of U.S. Foreign Policy Processes			X	Due to lack of faculty members in this area and to course buyouts from a large grant, we were unable to offer this class. But we have hired two new faculty members and the usual instructor no longer has administrative releases. The course will be offered within the next 3 semesters.		
	540 Nonparametric Statistics			X	Department has a faculty member, Dr. Freeberg, who is planning to take over teaching this course in the next few years. He has not had time to prep the course yet, due to several sabbaticals, Fulbright, etc.		
Psychology (PSYC)	543 Cognitive Science		X			2013 list	Faculty will meet soon to plan grad courses for the next few years. Some recent special topics courses could have been taught under this number so they will likely use the course more in the near future.
	531 Old Spanish			X	This course is taught by a faculty member who is on a NEH fellowship. It will be offered in the next two years.		
Spanish (SPAN)	535 Golden Age Poetry		X				
	537 Golden Age Drama		X				
	550 Techniques of Literary Analysis & Research Methods		X				
COLLEGE OF BUSINESS ADMINISTRATION							
Statistics (STAT)	677 Statistical Modeling		X				
	679 Multivariate Statistical Modeling		X				

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			YES	NO			
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES							
Child and Family Studies (CFS)	633 Survey Design and Analysis	Secondary course. <i>Primary course is: Sociology 633</i>	X				
	652 Men and Families			X	Dr. P. Blanton will teach this course in fa 2015 and Dr. S. Olmstead will teach it every 2-3 years following. It's an important course for those studying family dynamics. We would like to retain course in our curriculum.		
Counselor Education (COUN)	671 Assessment in Counseling Psychology I	Secondary course. <i>Primary course is: Psychology 667</i>	X				
Educational Psychology (EDPY)	535 Types of Teaching and Learning		X				
English Education (ENED)	597 Teaching Drama, Grades 7-13			X	This is one of our optional electives that we offer for students to complete their 12 hour electives. We will offer it su 2015, with Allison Varnes (GTA, who has drama/theatre background) as co-instructor.		
Higher Education Administration (HEAM)	536 Policy Issues in Higher Education Quality Assurance		X				
Special Education (SPED)	554 Assessment in Early Childhood Special Education		X				
Theory and Practice in Teacher Education (TPTE)	587 Web Design for Teachers: Designing Web-based Learning Centers		X				



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			YES	NO			
College of Engineering							
Aerospace Engineering (AE)	551 Aerospace Mechanics		X				
	681 Advanced Viscous Flow Theory			X	UTK response: drop course  UTSI response: will be taught spring 2015. Same justification as 2013.	2013	UTSI – Important 600 level course at UTSI for PhD students who are specializing in the area of fluid dynamics.
Chemical and Biomolecular Engineering (CBE)	562 Application of Multivariate Statistics to Process Modeling and Data Analysis	Primary course  Secondary course is: Industrial Engr 562	X				
Civil Engineering (CE)	555 Transportation Systems Analysis		X				
	630 Constitutive Behavior of Geomaterials			X	We are planning to offer this course in Spring 2015.		
Electrical and Computer Engineering (ECE)	506 Digital Signal Processing II			X	Course should be preserved as a core graduate course. Plan to be taught next year.	2013 list	Course should be preserved as a core graduate course
	643 Detection and Estimation Theory			X	Course should be preserved. Plan to offer Spring 2015.		
	644 Coding and Information Theory			X	Course should be preserved. Plan to offer Fall 2015.		
	653 Advanced Computer Networks			X	Course should be preserved. Plan to offer Fall 2015.		
Engineering Management (ENMG)	535 Management of Technology		X				

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			YES	NO			
Environmental Engineering (ENVE)	543 Instrumentation and Measurement	Secondary course. <i>Primary is: Biosystems Engineering 543</i>	X		As far as we are concerned (CE).		
	562 Three Dimensional Climate Modeling			X	Planning to offer spring 2015.		
Materials Science and Engineering (MSE)	532 Metallurgy of Deformation and Fracture			X	The instructor (Prof. Liaw) has developed a number of courses to cover the failure of advanced materials including bulk metallic glasses and high entropy alloys. These courses will take their turn in being offered and MSE 532 will be taught in Fall 2015.		
	666 Nanoindentation and Small-Scale Contact Mechanics			X	The instructor (Prof. Pharr) is on a reduced teaching load because he is a joint faculty with ORNL and also the head of the Joint Institute of Advanced Materials. He has been rotating between undergraduate & graduate courses. MSE 666 is scheduled to be taught in Spring 2015.		
Mechanical Engineering (ME)	518 Computational Fluid Dynamics	Primary course. <i>Secondary courses are: Aerospace Engr 518 and Biomedical Engr 518</i>		X	Secondary courses are being taught.		
	526 Combustion and Chemically Reacting Flows II		X		<p>After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because - multiple times listed on report and did not indicate a specific semester the course would be taught. Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught).</p> <p>UTK – Drop</p> <p>UTSI – Course is required to complement ME 525 that was taught last year. This is an important course sequence to keep. We have the goal of offering this course in the coming academic year.</p>	2013 list 2012 list 2011 list	<p>2013 response: UTSI – Course is required to complement ME 525 that was taught last year. This is an important course sequence to keep. Recently hired faculty at UTSI will be offering the 525/526 sequence in the coming academic year.</p> <p>2012 response: UTK – Needed to support combustion research at UTK. UTSI – Course is required to complement ME525 that was taught last year. This is an important course sequence to keep.</p>

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			YES	NO			
<b>Mechanical Engineering (ME)</b>	<b>577</b> <b>Neural and Fuzzy Approaches in Engineering</b>	Secondary course. <i>Primary is: Nuclear Engineering 577</i>	X				
	<b>589</b> <b>Hybrid Electric Vehicle Control Systems Design &amp; Analysis</b>			X	Necessary course in hybrid vehicle program.		
	<b>631</b> <b>Advanced Biomechanics II</b>	Secondary course. <i>Primary is: Biomedical Engineering 631</i>		X	Keep the secondary course.		
<b>Nuclear Engineering (NE)</b>	<b>653</b> <b>Theory of Information Processing</b>			X	The course did not make the higher enrollment cap the last time, but will be taught within the next year.		
College of Law							
<b>Law (LAW)</b>	<b>840</b> <b>Commercial Law</b>		X				
	<b>941</b> <b>Land Acquisition and Development Seminar</b>			X	This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.		
	<b>985</b> <b>Workers' Compensation</b>			X	Credit hours for this course were revised from "3 hrs" to "2 or 3 hrs," effective for 2014-15, to reflect the recent practice of offering Workers' Compensation as a 2-hour course (under the course number 990, Issues in Law). We expect to continue to offer the course at least once every two years.		

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			YES	NO			
Intercollegiate							
Aviation Systems (AVSY)	509 Introduction to Aircraft Structures		X			2013 list	Course will be offered within a year.
Nursing							
Nursing (NURS)	554 Care of the Well Woman and Minor Acute Illnesses		X				
	555 Care of the Pregnant Woman		X				
	580 Family Nurse Practitioner I for DNP Students		X				
	581 Family Nurse Practitioner I Clinical for DNP Students		X				

Number of courses to DROP      31  
 Number of courses to RETAIN    33  
 Number of courses on list        64

The undergraduate *Courses Not Taught in 4 or More Years* Report did not appear in their October Agenda. Therefore, the Undergraduate Curriculum Committee did not review the report. The *4 or More Report* will be in their December Agenda for review. After their review in December, the 400-level courses for graduate credit to be dropped will be indicated. Consequently, those courses will also be dropped from the Graduate Catalog.